School:		Reviewer:		Date:
Part 1: Grantee Informa	tion			Part 1: Grantee Information Notes
Inadequate – 1 point	Adequate – 2 points	Excellent – 3 points	Score	
Missing two or more	Missing one area of	All areas of information		
areas of information	information	complete		
		Total		
Part 2: LEA and School A	Assurances and Waivers			Part 2: LEA and School Assurances and Waivers Notes
Inadequate – 1 point	Adequate – 2 points	Excellent – 3 points		
Missing two or more assurances	Missing one assurance	All areas of assurances complete		-
Staff Members Consulted do not include anyone outside of the building	Staff Members Consulted only includes one central office staff member	Staff Members Consulted includes two or more central office staff members from different areas of central office		
Consultation with	Consultation with	Consultation with		
stakeholders included at	stakeholders included at	stakeholders included		
least one meeting with	least one meeting with	multiple meetings with		
parents and/or	parents AND community	parents AND community		
community members	members	members Clear and detailed		_
Basic description of how both family and/or	Clear description of how both family AND	description of how both		
community input was	community input was	family AND community		
taken into account when	taken into account when	input was taken into		
selecting the chosen	selecting the chosen	account when selecting		
intervention - addresses	intervention - three	the chosen intervention -		
two or less of the	questions from	all questions from		
questions from the application	application are addressed	application are addressed		
		Total		
Part 3: Schools to be Ser	rved by LEA			Part 3: Schools to be Served by LEA Notes
Inadequate – 1 point	Adequate – 2 points	Excellent – 3 points		

Missing multiple eligible schools, or missing multiple explanations/capacity to serve	Missing eligible school, or missing explanation/capacity to serve	All eligible schools are accounted for and models selected, or explanation given for why LEA does not have capacity to serve		
		Total		
Part 4: Needs Assessmer	nt and Goals			Part 4: Needs Assessment and Goals Notes
Inadequate – 1 point	Adequate – 2 points	Excellent – 3 points		
Subgroup Achievement	Subgroup Achievement	Subgroup Achievement		
Indicators: Multiple	Indicators: All but one	Indicators: All subgroups		
subgroups listed on	subgroup listed on	listed on COMPASS NCLB		
COMPASS NCLB data are	COMPASS NCLB data are	data are addressed for		
not addressed for both	addressed for both ELA	both ELA and Math AND		
ELA and Math OR goals	and Math AND goals	goals seem reasonable		
do not seem reasonable	seem reasonable and	and logical based on data		
and logical based on data	logical based on data	provided		
provided	provided			
Overall Achievement	Overall Achievement	Overall Achievement		
Indicators: Multiple tested	Indicators: Data for all but	Indicators: Data for all		
grade levels or areas is	one tested grade level or	tested grade levels is		
not included OR goals do	area is included AND	included AND goals seem		
not seem reasonable and	goals seem reasonable	reasonable and logical		
logical based on data	and logical based on data	based on data provided		
provided	provided			
Student Leading	Student Leading	Student Leading		
<i>Indicators:</i> Three or more	Indicators: No more than	Indicators: All required		
areas of the required data	two areas of the required	data sources have been		
sources are missing OR	data sources are missing	provided AND all goals		
goals do not seem	AND goals reasonable and	seem reasonable and		
reasonable and logical based on the data	logical based on the data	logical based on the data		
	provided	provided		
provided				

Instructional Programs,	Instructional Programs,	Instructional Programs,		
School Leadership, and	School Leadership, and	School Leadership, and		
School Infrastructure:	School Infrastructure:	School Infrastructure: All		
little or no use of analysis	Some of the analysis	of the analysis (findings)		
and/or causes are illogical	(findings) from the data	from the data and the		
and not based on data.	and goals and	goals and interventions		
The alignment of the	interventions seem	are logical. The		
school, its needs, and the	accurate. A general	alignment between the		
improvement model	alignment between the	needs of the school and		
chosen is lacking or	needs of the school and	the model chosen is		
minimal in the	the model chosen has	specifically and		
justification portion.	been demonstrated in the	conclusively		
Subgroups of students are	justification portion.	demonstrated as		
not a part of the focus of	Subgroups of students are	appropriate in the		
change.	a part of the focus of	justification portion.		
	change.	Subgroups of students are		
		a clear part of the focus		
		of change.		
		Total		
Part 5: Selection of Inter	vention Model			Part 5: Selection of Intervention Model Not
Inadequate – 1 point	Adequate – 2 points	Excellent – 3 points		
· · · · · · · · · · · · · · · · · · ·	Adequate – 2 points  Model chosen	Excellent – 3 points  Model chosen		
Model chosen	·	·		
Model chosen Rationale minimally	Model chosen	Model chosen		
Model chosen Rationale minimally covers how the model	Model chosen Rationale is clear, concise,	Model chosen Rationale is clear, concise,		
Model chosen Rationale minimally covers how the model corresponds to the data,	Model chosen Rationale is clear, concise, and covers some areas of	Model chosen Rationale is clear, concise, and covers all areas of		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and	Model chosen Rationale is clear, concise, and covers some areas of how the model	Model chosen Rationale is clear, concise, and covers all areas of how the model		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and	Model chosen  Rationale is clear, concise, and covers some areas of how the model corresponds to the data,	Model chosen  Rationale is clear, concise, and covers all areas of how the model corresponds to the data,		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment.	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment.		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup		
Inadequate – 1 point  Model chosen  Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is evident, clear,		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and aligns with subgroup data	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is evident, clear, concise, and aligns with		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented in needs assessment	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and aligns with subgroup data presented in needs	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is evident, clear, concise, and aligns with subgroup data presented		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented in needs assessment section.	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and aligns with subgroup data presented in needs	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is evident, clear, concise, and aligns with subgroup data presented in needs assessment		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented in needs assessment section.  Connection to overall	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and aligns with subgroup data presented in needs assessment section.	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is evident, clear, concise, and aligns with subgroup data presented in needs assessment section.		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented in needs assessment	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and aligns with subgroup data presented in needs assessment section. Connection to overall	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is evident, clear, concise, and aligns with subgroup data presented in needs assessment section. Connection to overall		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented in needs assessment section.  Connection to overall achievement data is not	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and aligns with subgroup data presented in needs assessment section.  Connection to overall achievement data is	Model chosen Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is evident, clear, concise, and aligns with subgroup data presented in needs assessment section. Connection to overall achievement data is		
Model chosen Rationale minimally covers how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is not included or does not align with subgroup data presented in needs assessment section.  Connection to overall achievement data is not included or does not align	Model chosen Rationale is clear, concise, and covers some areas of how the model corresponds to the data, findings, analysis, and self-assessment. Connection to subgroup data is included and aligns with subgroup data presented in needs assessment section.  Connection to overall achievement data is included, and aligns with	Rationale is clear, concise, and covers all areas of how the model corresponds to the data, findings, analysis, and self-assessment.  Connection to subgroup data is evident, clear, concise, and aligns with subgroup data presented in needs assessment section.  Connection to overall achievement data is evident, clear, concise,		

Connection to le indicators is is r included or does with data presen needs assessme section.  Description does include ways in model will cover teacher, principal student change	not s not align nted in nt s not which the r areas of al, and	Connection to indicators is incaligns with dat presented in numbers of the second of t	cluded, and a eeds ction. cludes some the model her, student	Connection to indicators is exclear, concises with subgroup resented in assessment so Description in and complete which the mocover all area principal, and	evident, e, and aligns p data needs ection. ncludes clear e ways in odel will as of teacher, d student		
building.  Model Goals, F	Planning L	mnlementatio	n and Susta	change in the			Outline Notes
Models		te – 1 point	Adequate -	•	Excellent – 3	noints	Outime Notes
	•	•	•	•		•	
<b>ALL MODELS:</b> SMART	_	al is missing reas – specific,	SMART goa one area – :	•	– specific, me	covers all areas	
Culture Goal	•	le, attainable,		e, attainable,	attainable, re	•	
Carrar e Goar		nd timely –	realistic, an		timely - and i		
		e not aligned	and is align	•	the needs of	_	
	to the nee	eds of school.	needs of sc	hool.			
ALL MODELS:	SMART go	als are not	SMART goa	ls are	SMART goals	are provided	
SMART	•	for ELA and	provided fo		for both ELA	•	
Academic	Math, are	•	and Math, I		cover all area		
Goals		reas – specific,	missing one		measurable,		
		le, attainable,	specific, me	•	realistic, and	•	
		nd timely – e not aligned	-	realistic, and ART goals are	school.	the needs of	
	•	eds of school.	•	he needs of	SCHOOL.		
	to the nee	as of scriooi.	school.	ne necus or			
ALL MODELS:	Each focus	s area has at	Each focus	area has at	rea has at Each focus area has at least		
Planning Year		action steps	least two ac	•	on steps three action steps for each		
		hase of the	for each ph		•	timeline AND	
		OR descriptions	timeline AN		•	dds key pieces	
	information	d pieces of	description	adds key formation to	of information development		
		ent of plan.	developme		aevelopillelli	. Oi piaii.	
	•	•	•	•			

ALL MODELS	planta di di di	ALL Decreed and all hear	ALL BOOK SOUTH AND A	
ALL MODELS:	Plan is missing multiple	ALL Required and all but	ALL Required and IN	
Leadership	elements regarding	one IN Condition is	Conditions are clearly met	
	required and/or IN	clearly met within plan	within plan	
	conditions			
ALL MODELS:	Plan is missing multiple	All required pieces and	All required pieces and IN	
District	elements regarding	all but one IN conditions	conditions have been	
Support	requirements and/or IN	have been submitted,	submitted, are focused,	
	conditions OR pieces	are detailed and address	relevant, and detailed, and	
	submitted were not	most needs of the	address all needs of the	
	detailed	school	school	
Transformation	Evaluation systems for	Evaluation systems for	Evaluation systems for	
, Turnaround,	principal and teachers	principal and teachers	principal and teachers	
Early	do not include an	includes a single	includes multiple	
Learning:	assessment aligned to	assessment aligned to	assessments aligned to	
Evaluation	student academic	student academic	student academic growth	
Systems	growth OR incentives	growth or clear	and clear incentives and	
	and leadership	incentives and	leadership opportunities for	
	opportunities for staff	leadership opportunities	staff are included in plan	
	are not included in plan	for staff are not evident	Starr are meraded in plan	
	are not included in plan	in plan		
Transformation	Does not provide	Provides increased	Provides increased,	
& Turnaround:	increased learning time	learning time for all	intentional learning time	
Increased	for all students and	students and staff, time	driven by student data	
learning time	staff, time is not of	is of extended, onsite or	indicated for all students	
for students	sufficient length, and	virtual, and involves	and staff, time is of	
and staff	involves only a select	most students/staff, and	extensive, onsite, and	
,,	number of	all IN conditions are	involves all students/staff,	
	students/staff, OR all IN	included in plan	and all IN conditions have	
	conditions are not	meradea in plan	clear descriptions in plan	
	included in plan		cical acscriptions in plan	
Early Learning	Description of how child	Description of how child	Description of how child to	
Model:	to staff ratio, class size,	to staff ratio, class size,	staff ratio, class size, and	
Instructional	and full-day	and full-day	full-day programming are	
Reform and	programming not	programming are	included, detailed, and	
Programing	included OR does not	included, detailed, but	specifically meet	
	meet any of the	do not fully meet	requirements, and all IN	
	requirements, OR all IN	requirement, and all IN	conditions have clear	
	conditions are not	conditions are included	descriptions in plan	
	included in plan	in plan		
		in lanari	l	

Whole School Reform and IN Leadership: External Provider or Strategy Developer	School has partnered with strategy developer or external partner who will support whole school reform or leadership model, but has not provided sufficient scope of work, goals, or objectives.	School has partnered with strategy developer or external partner who will support whole school reform or leadership model. Scopes of work, goals, and objectives have been included. Rationale behind chosen provider has been included.	School has partnered with strategy developer or external partner who will support whole school reform or leadership model. Scope of work, goals, and objectives have been included and are detailed. Rationale behind chosen provider has been included. Provider has proven track record.	
<b>Whole School Reform:</b> Reform Model	School has chosen a model from the USED approved list, but does not provide rationale OR rationale is not linked to school data.	School has chosen a model from the USED approved list and gives some rationale behind choosing this model. Rationale is somewhat linked to school data.	School has chosen a model from the USED approved list and gives clear and detailed rationale behind choosing this model. Rationale is linked to school data.	
Restart: Enrollment	No clear enrollment plan is included	General enrollment plan for students is included	Clear and detailed enrollment plan for all students, including any former student, is included	
Restart: Managemen t Selection	LEA submission of charter, CMO, or EMO request and selection process does not include data in relation to charter, CMO, or EMOs past record of: improvement in academic achievement for all students, success in closing the achievement gap for all groups of students, high school graduation rates (where applicable), and compliance issues.	LEA submission of charter, CMO, or EMO request and selection process is missing data for one of the following areas in relation to charter, CMO, or EMOs past record of: improvement in academic achievement for all students, success in closing the achievement gap for all groups of students, high school graduation rates (where applicable), and compliance issues.	LEA submission of charter, CMO, or EMO request and selection process includes data in relation to charter, CMO, or EMOs past record of: improvement in academic achievement for all students, success in closing the achievement gap for all groups of students, high school graduation rates (where applicable), and compliance issues.	

ALL MODELS: Remaining principles	conditions meeting t requirement the princi optional p implement interventi	pieces or IN s are not he ents. Some of ples with	required pi conditions detailed de how requir be impleme principles v interventio implement interventio	All principles with required pieces and IN conditions have a detailed description of how requirements will be implemented. All principles with optional intervention pieces will implement at least one intervention from the provided and approved list.		with required N conditions ed description rements will be d. All principles I intervention aplementing at erventions vided and		
ALL MODELS: Sustainability Year	least one for each p timeline C add limite informatio	s area has at action steps ohase of the DR descriptions ed pieces of on to pent of plan.	Each focus least two action for each phatimeline AN description pieces of indevelopme	ction steps lase of the ND adds key Iformation to	three action steps for eac phase of the timeline AND description adds key piece of information to			
*CLOSURE will of Planning Year		•	Total					
Part 6: Outcon	ne Artifact			,			T	Part 6: Outcome Artifact Notes
Inadequate – 1	point	Adequate – 2 į	ooints	Excellent – 3	points			
somewhat align goals of SIG grad does not revolve one of the key a	Outcome is vague, somewhat aligned to goals of SIG grant, but does not revolve around one of the key areas of leadership, effective instruction, or interventions/		grant, s around areas of ective	Outcome is for aligned to go grant, and rearound one control areas of leader effective instituterventions	als of SIG volves If the key ership, ruction, or			
				Total				
Part 7: LEA Ca	pacity to Ir	mplement the I	mproveme	nt Model				Part 7: LEA Capacity to Implement the Improvement Model Notes
Inadequate – 1	point	Adequate – 2	ooints	Excellent – 3	points			
LEA Capacity T	asks							

-VIDENCE OF PROJECTED	Evidence of projected			
Evidence of projected				
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The evidence submitted	The evidence submitted			
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•	Journal announce			
OCHOHANI ITAKO MATHOMINI	udgets are in-sufficient of excessive in upporting the full and ffective implementation of the intervention for ve years, while meeting nost fiscal requirements, eing mostly reasonable, llocable, and necessary, nd planning for ustainability after unding ends.  he evidence submitted hows the School Board, uperintendent, and eacher's union are only artially committed to liminating barriers to llow for full mplementation of the nodel chosen. It is clear nat a five-year ommitment is being nade by most of integral takeholders within the istrict - LEA, building, uperintendent, school oard, union.	budgets are in-sufficient appropriate to support the full and appropriate to support the full and appropriate to support the full and effective implementation of the intervention for ve years, while meeting most fiscal requirements, eing mostly reasonable, llocable, and necessary, and planning for ustainability after unding ends.  The evidence submitted hows the School Board, uperintendent, and eacher's union are only artially committed to liminating barriers to llow for full implementation of the model chosen. It is clear nat a five-year commitment is being made by most of integral takeholders within the istrict - LEA, building, uperintendent, school board, union.	budgets are in-sufficient of R excessive in appropriate to support the full and appropriate to support the full and effective implementation of the intervention for ve years, while meeting prost if siscal requirements, eing mostly reasonable, allocable, and necessary, and clearly planning for sustainability after unding ends.  The evidence submitted hows the School Board, uperintendent, and eacher's union are only artially committed to liminating barriers to llow for full implementation of the model chosen. It is clear nat a five-year commitment is being made by most of integral takeholders within the district - LEA, building, uperintendent, school board, union.	budgets are in-sufficient Rexcessive in upporting the full and ffective implementation of the intervention for ve years, while meeting nost fiscal requirements, eing mostly reasonable, ellocable, and necessary, nd planning for ustainability after unding ends.  The evidence submitted hows the School Board, uperintendent, and eacher's union are only artially committed to lliminating barriers to llow for full mplementation of the model chosen. It is clear nat a five-year ommitment is being made by most of integral takeholders within the istrict - LEA, building, uperintendent, school  budgets are sufficient and appropriate to support the full and effective implementation of the intervention for five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.  The evidence submitted shows the School Board, Superintendent, and teacher's union are fully committed to eliminating barriers to allow for full implementation of the model chosen. It is evident that a five-year commitment is being made by ALL integral stakeholders within the district - LEA, building, uperintendent, school board, union.

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The process submitted for	The process submitted for	The process submitted		
selecting building staff is	selecting building staff is	for selecting building staff		
not clear and does not	lacking rigor, clarity,	is rigorous, clear, and		
involve multiple parties	and/or multiple parties	involves multiple parties		
within the district. LEA	within the district. LEA	within the district. LEA		
and administrative staff	and administrative staff	and administrative staff		
have credentials or have a	have credentials and/or	have credentials and		
demonstrated track	have a demonstrated	have a demonstrated		
record for	track record for	track record for		
transformation/turnarou	transformation/turnarou	transformation/turnarou		
nd work.	nd work.	nd work.		
District staff does not	District staff has vaguely	District staff has clearly		
have an outlined process	outlined a process for	outlined a process for		
for monitoring and	monitoring and	monitoring and		
supporting the	supporting the	supporting the		
implementation of the	implementation of the	implementation of the		
selected improvement	selected improvement	selected improvement		
model.	model.	model.		
There is inadequate	There is adequate	There is exceptional		
evidence of a process for	evidence of a process for	evidence of a process for		
modifying practices and	modifying practices and	modifying practices and		
policies to enable full and	policies to enable full and	policies to enable full and		
effective implementation	effective implementation	effective implementation		
of the selected model,	of the selected model,	of the selected model,		
interventions, and/or	interventions, and/or	interventions, and/or		
school improvement	school improvement	school improvement		
activities.	activities.	activities.		
<b>LEA Risk Assessment Tas</b>	ks			
District responds "yes" to	District responds "yes" to	District responds "yes" to		
numbers 1 - 4 of Risk	numbers 1 - 4 of Risk	numbers 1 - 4 of Risk		
Assessment and submits	Assessment and submits	Assessment and submits		
a plan for implementation	a basic plan for area,	a clear, concise plan for		
for each area, including	including staff who will be			
staff who will be involved	involved.	who will be involved.		
OR District has not				
responded "yes" to one				
or more of the				
statements in numbers 1				
- 4.				
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District responds yes to	District responds yes to	District responds yes to	
number 5 and provides	number 5 with little	number 5 with clear	
no details or explanation.	details about changes and	explanation of how	
	updates to previous	current application is	
	plans.	different from previous	
		applications and how	
		district support will be in	
		place.	
District has not had a	District has not had a	District has not had a	
SBOA or Onsite	SBOA or Onsite	SBOA or Onsite	
Consolidated Federal	Consolidated Federal	Consolidated Federal	
Monitoring visit in the last	Monitoring visit in the last	Monitoring visit in the	
three years and has not	three years, but has	last three years, but has	
provided documentation	provided some	provided detailed	
of LEA monitoring	documentation of LEA	documentation of LEA	
protocol (number 7).	monitoring protocol	monitoring protocol	
	(number 7).	(number 7).	
District has marked yes	District has marked yes	District has not had	
number 6 and/or 8 and	number 6 and/or 8 and	findings or been in excess	
has not provided	has provided some	carryover (numbers 6 and	
sufficient evidence in	evidence in procedural	8) OR has marked yes to	
procedural changes to be	changes to be in	these statements, but has	
in compliance.	compliance.	provided detailed	
		evidence in procedural	
		changes to be in	
		compliance.	
		Total	
Part 8: Selection of Exter	nal Providers		Part 8: Selection of External Providers Notes
Inadequate – 1 point	Adequate – 2 points	Excellent – 3 points	
There is inadequate	There is adequate	There is exceptional	
evidence of a process for	evidence of a process for	evidence of a process for	
recruiting, screening, and	recruiting, screening, and	recruiting, screening, and	
selecting an external	selecting an external	selecting an external	
provider.	provider.	provider.	

		T	T	-	
Some or nor	ne of the	Most of the decisive	All of the decisive factors		
decisive fact	tors regarding	factors regarding the	regarding the process for		
the process	for recruiting,	process for recruiting,	recruiting, screening, and		
screening ar	nd selecting	screening and selecting	selecting an external		
an external	provider are	an external provider are	provider are addressed		
addressed a	nd	addressed and	and thoroughly explained		
inadequatel	y explained	adequately explained	- provider's commitment,		
provider's co	ommitment,	provider's commitment,	provider's ability to meet		
provider's al	bility to meet	provider's ability to meet	school needs, alignment		
school need	ls, alignment	school needs, alignment	of selection with LEA and		
	with LEA and	of selection with LEA and	school resources,		
school resou	urces,	school resources,	assessment of services.		
assessment	•	assessment of services.			
<b>The state</b>		Na:	The LEAS and Linear		
•	not consistent	Minor changes are	The LEA includes a		
with the fina		needed to the LEA	comprehensive process		
requirement		process for recruiting,	for recruiting, screening		
process for r	-	screening, and selecting	and selecting an external		
screening, a	_	an external provider to	provider to meet the		
	provider does	meet the needs	needs identified.		
not meet the	e identified	identified.			
needs.					
The LEA incl		The LEA includes	The LEA includes		
	expectations	adequate expectations	exceptional expectations		
for the exter	rnal provider	for the external provider	for the external provider		
in reference	to: assessing	in reference to: assessing	in reference to: assessing		
the services,	, including,	the services, including,	the services, including,		
but not limit	ted to:	but not limited to:	but not limited to:		
communicat	tion, sources	communication, sources	communication, sources		
of data used	d to evaluate	of data used to evaluate	of data used to evaluate		
effectivenes	ss, monitoring	effectiveness, monitoring	effectiveness, monitoring		
of records, i	n-school	of records, in-school	of records, in-school		
presence, re	ecording and	presence, recording and	presence, recording and		
reporting of	progress with	reporting of progress with	reporting of progress		
the selected	l service	the selected service	with the selected service		
provider(s) t	to ensure that	provider(s) to ensure that	provider(s) to ensure that		
supports are	e taking place	supports are taking place	supports are taking place		
and are adju	usted	and are adjusted	and are adjusted		
according to	the school's	according to the school's	according to the school's		
identified ne		identified needs.	identified needs.		

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Scope of work OR	Scope of work is provided	Scope of work is provided		
summary of school	and somewhat reflects	and reflects goals		
expectations not	goals presented in grant	presented in grant OR		
provided. OR Scope of	OR scope of work is	scope of work is		
work or summary of	promised and summary	promised and summary		
school expectations is	of school expectations	of school expectations		
provided but it does not	which somewhat reflects	which reflects goals of		
reflect goals of grant.	goals of grant is provided.	grant is provided.		
		Total		
Part 9: Budget				Part 9: Budget Notes
Inadequate – 1 point	Adequate – 2 points	Excellent – 3 points		
Expenditures in budget are	e aligned with grant goals an	d federal requirements.		Expenditures in budget are aligned with grant goals and federal requirements.
Little or no expenditures	Some expenditures are	Expenditures are		
are reasonable,	reasonable, allowable,	reasonable, allowable,		
allowable, or necessary.	and necessary.	and necessary.		
Few, if any, expenditures	Some expenditures are	Expenditures are aligned		
are aligned with the	aligned with the activities	with the activities and		
activities and goals of the	and goals of the grant.	goals of the grant.		
grant.				
Budget focuses more on	Budget focuses on	Budget clearly focuses on		
items for building than	interventions and change	interventions and change		
interventions and change	that could build	that will build sustainable		
that could build	sustainable practices, as	practices - mostly staff,		
sustainable practices.	well as purchasing items	professional		
	for building - mostly	development, training,		
	balanced combination of	etc.; little to no funds are		
	staff, professional	focused on purchasing		
	development, training,	items for building -		
	etc. and technology,	technology, supplies,		
	supplies, materials, etc.	materials, etc.		
Budget demonstrates no	Budget demonstrates	Budget demonstrates		
reduction in funding,	some reduction in	gradual reduction as		
internal capacity building	funding as internal	internal capacity is built		
or sustainability over	capacity is built and	and sustained over time.		
time.	sustained over time.			

Expenditures could be considered supplanting (expenditures are also included in Basic Title I Budget, or are responsibility of district).	Some expenditure may be considered supplanting (some expenditure are also included in Basic Title I Budget, or are responsibility of district).	Expenditures are not considered supplanting (expenditures are not included in Basic Title I Budget, or are not responsibility of district).			
Capital Expenses in budget are not in compliance with 34 C.F.R. § 76.533 (construction), 34 C.F.R. § 77.1(c) (minor building alterations), Title I, Part A (see B-7) (rewiring).	Capital Expenses in budget may not be in compliance with 34 C.F.R. § 76.533 (construction), 34 C.F.R. § 77.1(c) (minor building alterations), Title I, Part A (see B-7) (rewiring).	Capital Expenses in budget are in compliance with 34 C.F.R. § 76.533 (construction), 34 C.F.R. § 77.1(c) (minor building alterations), Title I, Part A (see B-7) (rewiring).			
Align other resources wi					Align other resources with the interventions.
There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.  The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.  Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.  The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.			
Sustain the reforms after the funding period ends.					Sustain the reforms after the funding period ends.
There is inadequate evidence of a process for sustaining reforms after the funding period ends.	There is adequate evidence of a process for sustaining reforms after the funding period ends.	There is exceptional evidence of a process for sustaining reforms after the funding period ends.			

The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.	Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the identified needs.	The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the identified needs.		
		Total		
		Grand Total	0	
Additional Notes				
Additional Notes				